

| English, Grade 9<br>Academic ENG1D  |  |
|---|--|
| Lesson 2: Varying Perspectives of Wants and Needs   |  |
| <p><b>Connections to Financial Literacy</b></p> <p>Students will be working towards improving their understanding of a variety of text forms and how to use these texts to determine importance and develop personal points of view. The questions they will be exploring are “What does it mean to have wants and needs? How is wealth and success perceived around the world? and the big question, Do you have everything you need?” Through the exploration of graphs, maps, charts, essays, songs, poems and traditional text forms, students will develop their interpretation of wealth and success and reconsider their concept of wants and needs.</p> | <p><b>Text Forms Explored in Lesson</b></p> <p>Informational Text<br/>News report</p> <p><b>Text Forms Created in Lesson</b></p> <p>Questions (which are shared orally with peers)</p> <p>EXIT slips (personal reflection)</p> |
| Curriculum Expectations   |  |
| ORAL COMMUNICATION  |  |
| <b>Overall Expectations:</b>  |  |
| By the end of this course, students will:   | <b>Specific Expectations:</b>  |
| <p><b>1. Listening to Understand:</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>  | <p><b>Using Active Listening Strategies</b></p> <p>1.2 identify and use several different active listening strategies when participating in a variety of classroom interactions</p>  |
| <p><b>2. Speaking to Communicate:</b> use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>  | <p><b>Purpose</b></p> <p>2.1 communicate orally for several different purposes, using language suitable for the intended audience</p>  |


| READING AND LITERATURE STUDIES   |  |
|--|--|
| <b>Overall Expectations:</b><br>By the end of this course, students will:  |  |
| <b>1. Reading for Meaning:</b> read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning                      | <b>Specific Expectations:</b><br><b>Variety of Texts</b><br>1.1 read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading<br><b>Using Reading Comprehension Strategies</b><br>1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts<br><b>Demonstrating Understanding of Content</b><br>1.3 identify the important ideas and supporting details in both simple and complex texts<br><b>Making Inferences</b><br>1.4 make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts<br><b>Extending Understanding of Texts</b><br>1.5 extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them<br><b>Analysing Texts</b><br>1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements<br><b>Critical Literacy</b><br>1.8 identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity |
| <b>2. Understanding Form and Style:</b> recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning                    | <b>Text Features</b><br>2.2 identify several different text features and explain how they help communicate meaning   |
| <b>4. Reflecting on Skills and Strategies:</b> reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading | <b>Metacognition</b><br>4.1 describe several different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify specific steps they can take to improve as readers   |
| WRITING  |  |
| <b>Overall Expectations:</b><br>By the end of this course, students will:  |  |
| <b>1. Developing and Organizing Content:</b> generate, gather, and organize ideas and information to write for an intended purpose and audience  | <b>Specific Expectations:</b><br><b>Identifying Topic, Purpose, and Audience</b><br>1.1 identify the topic, purpose, and audience for several different types of writing tasks   |

## Learning Goals

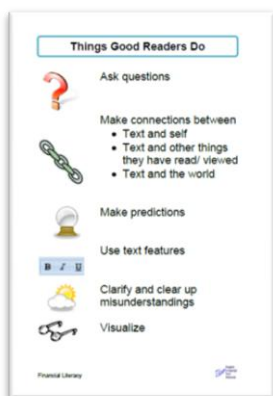
**At the end of this lesson, students will know, understand and/or be able to...**

- Identify a variety of before, during and after reading strategies
- See how setting a purpose for reading helps with text comprehension
- Use knowledge of text forms and purposes to determine which reading strategies are most effective for comprehending the text

## Instructional Components and Context

| Readiness & Instructional Strategies  | Terminology  | Materials   |
|---|--|---|
| <p><i>This part of the lesson can take 3 to 5 days. Teachers will need to use their professional judgment to make decisions about which parts of this lesson can be addressed in any given day. Make sure to revisit key learning from previous lesson segment at the start of each new segment of the lesson.</i></p> <p><i>The goal is to use a variety of texts to further explore and deepen students' understanding around the concept of "Needs" and "Wants".</i></p> <p><b>Readiness</b><br/>Students should be familiar with the reading strategies outlined in the Think Literacy documents. (See <b>Appendix 9-1 Think Literacy Reading Strategies</b>, pp. 92-103)</p>  <p>A version of this, <b>Grade 9: Handout 2-3 - Things Good Readers Do</b>, is included as a resource with this lesson plan; it</p> | <p><b>Terminology</b></p> <p>Skim and scan<br/>Preview<br/>Predict</p> | <p><b>Materials</b></p> <p><b>Minds On</b></p> <ul style="list-style-type: none"> <li>• Grade 9 BLM 2-1: Anticipation Guide</li> </ul> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>• Think Literacy Reading Strategy Posters</li> <li>• Grade 9: Handout 2-3 - Things Good Readers Do</li> <li>• Small Post it notes</li> <li>• Grade 9 Handout 2-1: Informational Text- Seeking Upward Mobility</li> <li>• Grade 9 Handout 2-2: Informational Text-Lottery Winner Paid Big Price</li> </ul> <p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>• Grade 9: Handout 2-4 Exit Slip</li> </ul> |

includes stem starters which students might use as they become familiar with these reading strategies.



This handout is adapted from the book *When Kids Can't Read: What Teachers Can Do*, by Kylene Beers which says good readers do the following:

- They recognize that reading is done for a *purpose*, to get meaning, and that this involves the reader actively participating.
- They use a variety of comprehension strategies such as predicting, summarizing, questioning and visualizing the text.
- They make inferences about the text.
- They use prior knowledge about their lives and their world to inform their understanding of a text.
- They monitor their understanding of a text, identify what is challenging, and have strategies to improve their understanding.
- They evaluate their enjoyment of a text and why it did or did not appeal to them.
- They know many vocabulary words and how to use the context, word parts, and roots to help understand new words.
- They recognize most words automatically, read fluently, vary their reading rate, and “hear” the text as they read.

### Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

## Lesson Description

## Notes to teacher:

## Day 1

The teacher will post a purpose statement for the lesson and direct the class attention to it:

See how setting a purpose for reading before beginning a text makes it easier for us to focus our attention and understand what we are reading.

See how cueing memory with visual icons which represent a specific strategy will help us remember the “Things Good Readers Do”

To continue formulating an answer to the Big Question in this unit:

Do you have everything you need?

- The teacher provides each student with a copy of **Grade 9 BLM 2-1: Anticipation Guide** and asks students to read the statements and check off a response for each statement on the left hand side of the page. Students are asked to hold on to the anticipation guide so that they can respond again after reading the texts for the lesson.

Grade 9 BLM 2-1: Anticipation Guide

Anticipation Guide

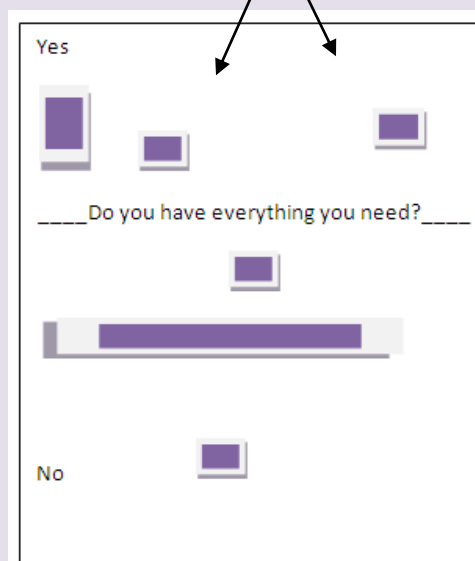
Before we begin this lesson, you need to think about what you already know and believe about the statements below. After reading the text, you will return to this sheet to see if you still agree with your original responses.

| Left   | Right  |
|--|--|
| 1. I will agree or disagree with the statement.  | 1. I will agree or disagree with the statement.  |
| 2. I will agree or disagree with the statement.  | 2. I will agree or disagree with the statement.  |
| 3. I will agree or disagree with the statement.  | 3. I will agree or disagree with the statement.  |
| 4. I will agree or disagree with the statement.  | 4. I will agree or disagree with the statement.  |
| 5. I will agree or disagree with the statement.  | 5. I will agree or disagree with the statement.  |
| 6. I will agree or disagree with the statement.  | 6. I will agree or disagree with the statement.  |
| 7. I will agree or disagree with the statement.  | 7. I will agree or disagree with the statement.  |
| 8. I will agree or disagree with the statement.  | 8. I will agree or disagree with the statement.  |
| 9. I will agree or disagree with the statement.  | 9. I will agree or disagree with the statement.  |
| 10. I will agree or disagree with the statement. | 10. I will agree or disagree with the statement. |
| 11. I will agree or disagree with the statement. | 11. I will agree or disagree with the statement. |
| 12. I will agree or disagree with the statement. | 12. I will agree or disagree with the statement. |
| 13. I will agree or disagree with the statement. | 13. I will agree or disagree with the statement. |
| 14. I will agree or disagree with the statement. | 14. I will agree or disagree with the statement. |
| 15. I will agree or disagree with the statement. | 15. I will agree or disagree with the statement. |
| 16. I will agree or disagree with the statement. | 16. I will agree or disagree with the statement. |
| 17. I will agree or disagree with the statement. | 17. I will agree or disagree with the statement. |
| 18. I will agree or disagree with the statement. | 18. I will agree or disagree with the statement. |
| 19. I will agree or disagree with the statement. | 19. I will agree or disagree with the statement. |
| 20. I will agree or disagree with the statement. | 20. I will agree or disagree with the statement. |
| 21. I will agree or disagree with the statement. | 21. I will agree or disagree with the statement. |
| 22. I will agree or disagree with the statement. | 22. I will agree or disagree with the statement. |
| 23. I will agree or disagree with the statement. | 23. I will agree or disagree with the statement. |
| 24. I will agree or disagree with the statement. | 24. I will agree or disagree with the statement. |
| 25. I will agree or disagree with the statement. | 25. I will agree or disagree with the statement. |

The classroom should already have the bulletin board prepared with the question, “Do you have everything you need?” and a clearly marked horizontal middle line. The words, *want* and *need* should appear above and below the line.

## Sample Bulletin Board

## Various Resources



## Action

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

## Lesson Description

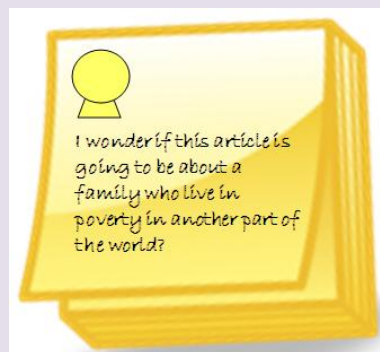
## Notes to teacher:

### Whole Class – Think Literacy Posters on Reading Strategies

- The teacher will guide the class through an overview of the Think Literacy reading strategies that the class will continue to practice and apply as the semester progresses. Students will receive a copy of **Grade 9: Handout 2-3 - Things Good Readers Do** to use throughout the semester.
- The teacher tells student that they are going to practice some of the things that good readers when they are trying to understand a text. Specifically they are going to ask questions before they begin reading the text, and by doing this, they are setting a purpose for reading (i.e. to find answers to their questions).
- Teacher asks students to take a few minutes to skim and scan the text and to develop three questions they would like to find answers to as they read the text.
- Have students share the questions they formulated with one or two other students. The teacher may wish to have these small groups of students select the one or two questions that they felt were the best questions to share with the rest of the class.
- At this point, the teacher tells students that s/he will model asking questions as a pre-reading strategy and how to code the text with icons with “Seeking upward mobility on India’s ‘trash mountain’”(Grade 9 Handout 2-1: **Informational Text- Seeking Upward Mobility**) the students will read another text independently. Teacher models thinking, using Read Aloud strategy, for image, title, and paragraph 1.
- Ask students to stop after paragraphs 2, 3, 5, 9, 14 and 19 (make the gaps increasingly larger) and do one of the “Things Good Readers Do”. Ask students to draw the icon on a Post it and jot down the thought that is in their head at that

The teacher models thinking, using a Read Aloud Strategy, of what s/he would write (icon and thought) on a Post it note, and where s/he would place it on the text.

#### Example:



#### AOL Assessment for learning

Having students formulate questions in this way before reading a text helps readers to focus their attention during reading. **Do not** have the students respond to the questions in

point. Have students place the Post it on the text at the place where they stopped reading.

- Teacher collects students' copies of the article with the Post it Notes attached.

### Day 2

- Teacher provides students examples of effective things students did when they were doing the “Things Good Readers Do”, including things that were commonly done and things that were done by a few people.
- Teacher models one of the “Things Good Readers Do” that students may not have tried. (e.g. making a connection)
- Students follow the same procedure to read the text “Lottery winner Craig Henshaw paid a big price for his millions” (**Grade 9 Handout 2-2: Informational Text-Lottery Winner Paid Big Price**) independently.

**Teaching Emphasis** - *It is important to note that the teaching emphasis should be informed by the students' observations/learning. The following are examples of possible emphases that address these learning goal(s):*

- *Being a “Good Reader” takes time and it helps readers to have a variety of strategies for reading in their personal toolkit;*
- *By deliberately practicing the things that good readers do, it is easier for readers to navigate texts which seem difficult at first;*
- *Over time, selecting effective reading strategies and doing the “Things Good Readers Do” becomes more natural.*

writing after they read. The goal of this activity is to help show students how much easier it is to navigate a text when the reader has a purpose. It should not be used as a way to hold students accountable for their learning. Instead, use a structure such as Think Pair Share as a way to allow students to think about what they have learned. As students share what they have learned, the teacher can listen to conversations to see if all students are using the strategy effectively.



### Assessment for learning

Collect the articles with post it notes to see which reading strategies students are using and to determine which strategies might need more instruction to help students gain confidence using them.



### Assessment for learning

Teacher will review student work to see if students are using a variety and appropriate “Things Good Readers Do” and whether there are things which students have not tried that would have been effective.

### Consolidation

- ♦ Providing opportunities for consolidation and reflection
  - ♦ Helping students demonstrate what they have learned
- Components of Consolidation:
- discussion of student work
  - teaching emphasis

- Students submit text with Post it Notes plus one of the completed Exit Slips ( **Grade 9: Handout 2-4 Exit Slip**)



Name: \_\_\_\_\_

Reflecting on how I used the "Things Good Readers Do" as I read the text.

As I read, I found it easy to...

One thing I worked at, as I read this, was

Name: \_\_\_\_\_

Reflecting on how I used the "Things Good Readers Do" as I read the text.

As I read, I understood the text better when I...

Something I would like to get better at is...

### Bulletin Board

- Ask students to select, with a partner, one of the two texts. Ask them to decide, based on one of the perspectives shown in the text, where they think that person would say they fall on the continuum created on the bulletin board and why. Record thinking on a small index card or a medium sized Post it Note.
- Have some of the pairs share their thinking and then as a class determine where to post the texts on the continuum along with some post it notes/ index cards reflecting the groups' thinking.
- Students complete the right hand side of the **Grade 9 BLM 2-1: Anticipation Guide**



### Differentiated Assessment

Providing students with a choice of EXIT slips will help them to gain a better picture the purpose of assessment – to provide feedback in order to move learning forward. This EXIT slip also supports development of Metacognition, a crucial component of learning through the English Curriculum.

In addition to providing more than one EXIT slip for the students to choose from, the teacher could allow students to create their own prompts based on one thing they believe is a **strength** for them and one which is a **stretch**.

Yes

Do you have everything you need?

No

The diagram shows a horizontal continuum with a bar in the middle. There are small boxes at the top and bottom, and a larger box in the middle.

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